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THE ADULT STUDENT DECLINE: A STUDY OF THE LONGTERM IMPACT OF
THE ROWAN UNIVERSITY STRATEGIC PLAN

by
Derrell Pustizzi

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts in Higher Education Administration
of
The Graduate School
at
Rowan University
May 1, 2008

Approved by
Dr. Burton R. Sisco

Date Approved May 9, 2008

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ABSTRACT

Derrell Pustizzi

THE ADULT STUDENT DECLINE: A STUDY OF THE LONGTERM IMPACT OF THE ROWAN UNIVERSITY STRATEGIC PLAN

2007/08

Dr. Burton R. Sisco

Master of Arts in Higher Education Administration

Adult students are considerably different as compared to the more traditional college-aged student. Along with school work adult students must grapple with work and family responsibilities presenting many challenges and time demands. Rowan University has evolved from more of a commuter institution to a traditional school with increased numbers of full-time enrollments and fewer part-time students. With this change, the needs of today's adult students may not be met and could potentially create an enrollment and student services problem for Rowan University.

The purpose of this study was to investigate the adult student population of Rowan University to see if there was a decline in enrollment and to look at their satisfaction with university services. An ex post facto study was conducted to gain a better understanding of the enrollment trends at Rowan University from 1997 through 2007. The data were analyzed and it was determined that the population of adult students and part time students has seen a dramatic decline over the 10 years studied. The undergraduate adult student population at Rowan was surveyed in late February 2008 and it was concluded that while the adult students are mostly satisfied with the services provided, there are areas needing improvement. The demographic factors compared to adult students' levels of satisfaction showed only a few instances of statistical significance. While the data supports the decline in adult students it appears the university is taking action to increase and better serve the adult population.

ACKNOWLEDGMENTS

This work is dedicated to my wife, Jennifer. You have been such a great source of motivation, inspiration, and have provided me with the love and understanding to finish the journey. I could not have done this without your love and support.

Thank you to my family, friends, coworkers and all others that have been so understanding and supportive. You have all dealt with me and my scholarly antics for a long time now. I really appreciate everything and I cannot thank you enough.

Lastly, thank you Dr. Burton Sisco. You have opened my eyes to research and life in general. From SPSS to cars, we have had many great conversations that I will never forget. You have been a great mentor and friend. I look forward to the future and appreciate all that you have done to help me.

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CHAPTER ONE

INTRODUCTION

Adult students are considerably different than the more traditional college-aged student. They have different needs, learning styles, and offer a more dynamic range of skills and experiences that can often lead to a greater learning experience for all. The adult student population continues to increase as more adults are returning to the classroom for job purposes or to further their education to achieve personal or professional goals. Rowan University (formerly Glassboro State College) has been a valuable asset to adult learners in the past and may need to take some proactive measures in adult education if it intends to continue serving this portion of the population and meeting the needs of the region.

Statement of the Problem

Rowan University has recently gone through a series of transformations starting with industrialist Henry Rowan and his wife Betty donating \$100 million to the institution. Glassboro State College was renamed Rowan College of New Jersey shortly after Mr. and Mrs. Rowan's gift and reached university status in 1997 (Rowan University, 2004). Until the Rowan gift the school was primarily known as a local commuter school servicing the needs of students from the immediate region. The student population mostly consisted of commuter students and there was a considerable adult student population. During the recent transformation, the vision for Rowan University started to change as university officials wanted to become more of a traditional institution

with increased emphasis on undergraduate residential students of traditional college age. This movement was evident in the 1997-2001 Rowan Plan and the process of changing Rowan to a more selective institution had begun.

The university has been very successful in achieving the goals it set in the late 1990s. It has experienced continued growth in residential students, increased national recognition, and significant infrastructural improvements with many new academic and residential buildings coming on line during the last 10 years. Rowan has gone from an institution that was considered the safe backup school for local students applying for college to a highly competitive institution that is attracting students from a much greater distance and higher academic caliber. This increased demand for full time, on campus students has met the goals of Rowan, but perhaps at a cost to part time students and adult students in particular. As the competition for admission into Rowan University increases service to local adult students trying to continue their education may be thwarted. The Rowan Vision of the 1990s has been achieved, but at what cost?

Purpose of the Study

The purpose of this study was to look at the enrollment trends of Rowan University over the last 10 years to see if there have been any noticeable trends in the adult student population. The study also looked at the existing adult student population at Rowan University to gauge their level of satisfaction with the services provided. The enrollment portion of the study examined the student population in the fall semester of 1997 and the fall semester of 2007. Factors observed included age, enrollment status, residential status, gender, major, and level of study. The existing adult student population was investigated using a survey instrument that was created during the course of the

research to identify the satisfaction levels of the services provided by Rowan University. The findings of this study may be helpful to administrators, planning committees, student services planning, and those with interest in strategic planning for the future of Rowan University. It may also be useful as a starting point of further study in meeting the needs of adult students in the tri-state region.

Assumptions and Limitations

The scope of this study is limited to the population of Rowan University over a 10 year period. All statistical information was extracted from the student records data base and analyzed using common spreadsheet and statistical software packages. The term adult student is used to represent any student over the age of 25 years old at the start of the semester being studied. It is assumed that all ages and demographic information retrieved from the student records system is accurate and provides a clear picture of the enrollment at Rowan University. The two semesters utilized in this study were the fall semester of 1997 and the fall semester of 2007. The information downloaded from the student system contained semester information from the university's 10th day enrollment records. The 10th day reports are used to give an accurate indicator of enrollment at the time of the study. Using non 10th day data would be inaccurate due to major changes, withdrawals, late registrations, and other factors that routinely happen in any given semester after the official 10th day reporting. Some data may not exactly match Rowan University Institutional Research reports due to data corrections that may occur after the 10th day file is generated.

Operational Definitions

1. Adult Student/Adult Learner: Any Rowan University student 25 years or older at the beginning of the semester being studied.
2. Banner: The new Rowan University student records system as of 2006.
3. Rowan University Strategic Plan/The Rowan Plan: Strategic plan utilized by the university for future planning in the areas of academics, facilities, enrollment, and overall university planning. This plan was produced every five years but is now on less of an interval and is reviewed and changed yearly to meet changing needs of the university.
4. SIS Plus: The Rowan University student records system in place until 2006.
5. Students: Students of Rowan University. Students include graduate and undergraduate students unless otherwise noted.

Research Questions

The study addressed the following research questions:

1. What are the overall enrollment trends of students at Rowan University between the years 1997 and 2007?
2. What is the impact on the enrollment trends at Rowan University?
3. What do selected adult students report as the level of satisfaction of the services provided by Rowan University?
4. Is there a significant relationship between the demographic variables of current family income and student enrollment status and the levels of satisfaction of the services provided by Rowan University?

Overview of the Study

Chapter two provides an overview of adult education as it relates to this study. This section includes a brief history of adult education in America, a review of two strategic plans developed by Rowan University, a study conducted by the Aslanian Group for Rowan University, and multiple articles on the current state and future needs in the area of adult education.

Chapter three describes the methodology used in the study and the procedures for obtaining the statistics used in the findings presented in chapter four. The chapter details: the context of the study, how the information was extracted from the student records system, the data collection instruments, and the process for evaluating the data.

Chapter four presents the findings of this study. This chapter looks to see if the data collected supports the questions proposed in the beginning of this study.

Chapter five summarizes the findings of this study and offers conclusions and suggestions for further research.

CHAPTER TWO

REVIEW OF LITERATURE

Brief History of Adult Education in the United States

To gain a better understanding of adult education it is important to understand andragogy. While andragogy is often an unknown term, it has become a deep-rooted synonym for adult education and the subject of much study and debate. The term andragogy gained in popularity and became more understood due to the work of Dr. Malcolm Knowles. Knowles studied andragogy to a level that makes his name synonymous with the term in the United States today.

To better understand andragogy it can be compared to pedagogy. Most educators are familiar with pedagogy, which is the art and science of teaching children and it is the same basic structure that is experienced in traditional schooling. The teacher teaches and the students learn, and there is really no deviation in the process. The environment is very structured and normalized with the teacher being the ultimate authority. The students are dependent on the teacher to learn and motivation levels vary with the student and the acknowledgment of the learning experience is based on typical rewards or punishments. The learning experience is subject centered and there is little room for utilizing the experiences of the individual students in this environment.

Merriam and Caffarella (1999), described andragogy and the five assumptions about the adult learner as follows:

1. As a person matures, his or her self concept moves from that of a dependent personality toward one of a self directing human being.
2. An adult accumulates a growing reservoir of experience, which is a rich resource for learning.
3. The readiness of an adult to learn is closely related to the developmental tasks of his or her social role.
4. There is a change in time perspective as people mature – from future application of knowledge to immediacy of application. Thus an adult is more problem centered than subject centered in learning.
5. Adults are motivated to learn by internal factors rather than external ones. (p. 272)

These assumptions give light to the unique needs of adult learners and provide insight to just how traditional means of education often do not suit the needs of the adult learner.

To understand the needs of the adult learner is to understand how to teach adults successfully.

Andragogy seeks to educate adults by facilitating the learning process rather than presenting the material in a didactic way. Instruction is built on developing the learning process to include the learner in an environment that is warm and promotes participation from everyone. The teacher facilitates the learning process and helps the learner to understand the information which is often very different than the learners are accustomed. Classrooms are often organized in a circular pattern to facilitate participation and the students often establish what they need to learn by developing a learning plan or

contract. The learning activities are designed to help the students learn from working together and to learn from the experiences and knowledge each student brings to the class. Andragogy seeks to create a classroom that is warm, open, and stimulating. It is designed to meet the needs of the adult learner by focusing on the needs and aspirations they bring to the classroom.

Dr. Malcolm Knowles was perhaps the biggest proponent of andragogy. Through his writings, books, and practice a better understanding of andragogy within the United States has occurred. His first article entitled *Androgogy, Not Pedagogy* was published in 1968 and was the first of many scholarly pieces Knowles would write on the subject. He has long been considered the biggest proponent of andragogy and his work was the result of years of research on the subject and his extensive experience in adult education.

Knowles published *Self Directed Learning* in 1975 as a guidebook for both learners and teachers in adult education. The book provides users the opportunity to better understand the subject by familiarizing each with the basic principles of educating through self directed learning. The learning assessments and activities help the user to become a better self directed learner and helps to reduce the amount of uncertainty and stress an adult learner often has when entering this type of learning environment (Knowles, 1975).

Knowles has identified a five step process in adult learning (Smith, 2002):

1. Diagnosing learning needs.
2. Formulating learning needs
3. Identifying human material resources for learning
4. Choosing and implementing appropriate learning strategies
5. Evaluating learning outcomes. (¶37)

Andragogy is now a more widely practiced and understood concept. There are numerous published works on the subject and at times it's found accompanying pedagogical teaching. Some other key proponents of andragogy are Houle, Henshke, and Savicevich, but the most common association with andragogy in the United States can be directly related to the work of Dr. Knowles.

It is important to note that andragogy is sometimes the subject of debate. Merriam and Cafferella said that while andragogy is a rallying point of the definition of adult education, "it has stimulated more controversy, philosophical debate, and critical analysis matched only, perhaps by the recent discussions on transformational learning" (p. 273). Rachal (2002), critiques andragogy on the basis that the lack of definition of andragogy has lead to differing interpretations and application of its principles. Rachal (2002) quotes Pratt as saying; "We cannot say, with any confidence, that andragogy has been tested and found to be, as so many have hoped, either the basis for a theory of adult learning or a unifying concept for adult education" (p. 212). Rachal feels the term andragogy is too broad to define and loosely handled in research making studies non-comparable and too hard to determine exactly what each author meant by andragogy and how they implemented the use of it in their studies. Rachal also goes on to infer that andragogy seeks to let adults learn for themselves, but in the end the instructor controls the learning experience as in traditional pedagogy. Rachal lists ideas of the seven proffered criteria for design of future research in the study of andragogy to help give some standardization of the term and further conceptual understanding.

The Rowan Plan of 1996

In December of 1996, Rowan University (Rowan College at the time) released a report entitled *The Rowan Plan FY 1997-2001*. This report was a follow-up to the strategic plan introduced in 1992 and is a general plan that focuses on the future of the institution. The plan was a collaborative effort of the college president, the strategic planning committee of the university, and the board of trustees.

In the 1996 Rowan Plan it is noted that traditional undergraduate students accounted for approximately 80% of the Rowan population and this percentage had remained consistent for the five years preceding the report. It also noted that in 1996 it appeared that the number of full time undergraduate students may be rising. At the time of the report, approximately 72% of the students were commuters and 28% were resident students. The majority of the student population resided in New Jersey and 84% of Rowan's students originated from the southern eight counties of New Jersey (Rowan Plan, V111).

The *Rowan Plan* provided a vision for enrollment in the year 2000 and beyond. It set enrollment goals of 12,000 students with 60% of that number being full time students. Of this total population, the plan called for 75% to be undergraduate students and 25% graduate. It also called for an increase in out-of-state students to 15%. The plan also anticipated increasing the resident population to 2,524 (Rowan Plan, V11).

The *Rowan Plan* had a clear direction for traditional aged undergraduate enrollment but did not offer any plans for adult students. In the plan the concept of a university college was mentioned. It called for the creation of a university college to help meet the needs of non-traditional, evening, and commuter students. It was a clear plan to

create a distinct area to offer help and support for the adult student population but the recommendations by the planning committee were to not pursue it at the time. The committee believed the concept was “viable and desirable” but also said, “Given the number of initiatives that are currently planned, and given the precarious projections of future state support, we do not believe that we should pursue the organization of the *university college* within the next five years” (Rowan Plan, VII p. 21).

Adult Student Trends

The number of adult and nontraditional students attending college in the United States has been rising. According to the National Center for Education Statistics (NCES), the number of nontraditional undergraduate students has grown 72% from 1970 to 1999, a number totaling 12.7 million students in 1999. The number of part time students has also increased during this same time period from 28% in 1970 to 39% in 1999. The adult student population over the age of 25 also increased from 28% in 1970 to 39% in 1990 (NCES, 2002).

In September of 2004, the National Center for Educational Statistics published a report entitled *Participation in Adult Education and Lifelong Learning: 2000-01*. This report studied the state of adult education in the United States and took all forms of adult education into consideration. This includes education for reasons of employment, earning a college degree, basic or language skills, or personal enrichment. The report looked at the main reasons adults participate in education and summed up why adults participate by saying:

If one statement can characterize the participation of adults in educational activities, it is the following: Those adults who have education beyond high

school, who are employed, who have professional or managerial occupations, and who have higher household incomes are more likely to participate in educational activities than are other adults. (National Center for Educational Statistics, 2004)

The study found that informal education related to work was reported among two thirds of the respondents. This appears to show the demand for adult education in both a passive and impassive way, and that conventional measurements of adult education participation may be inaccurate. The study summed up the adult education student that participates in an educational activity as being:

young to middle aged; relatively well-educated; employed in the past 12 months; working in professional, service, sales, or support occupations; from households with relatively higher incomes; or subject to continuing education requirements.(p. 19)

In December of 2001, the New Jersey Commission on Higher Education published a report entitled *Higher Education Capital Planning for New Jersey's Future*. The report outlined the current state of higher education in New Jersey and provided details for capital planning to meet the present and future needs of the 12 senior public institutions and 19 community colleges. According to the report, 60% of New Jersey's graduating high school seniors attend college out of state, but the number of out of state residents attending college in New Jersey was minimal. It notes that New Jersey will lead the nation in the growth of high school graduates with an additional 23,861 high school graduates (NJ Commission on Higher Education, 2001). Between 2000 and 2010, undergraduate enrollment in New Jersey will increase by 16%, graduate by 11%, and first professional enrollment by 13%. The increased numbers of high school graduates in New

Jersey will further be compounded by the growth in nontraditional student enrollments in the state. The report attributes the demand in nontraditional students to the demand of New Jersey's technology driven, knowledge based economy. This will result in "growing numbers of adults are enrolling in college to upgrade skills, change careers, obtain higher paying jobs, or pursue lifelong learning and professional development" (p.8).

There has also been a considerable shift in educational delivery methods as a result of technology. In 2003, the National Center for Educational Statistics (NCES) published a report entitled: *Distance Education at Degree-Granting Postsecondary Institutions: 2000-2001*. The report defined distance education as:

Education or training courses delivered to remote (off-campus) sites via audio, video (live or prerecorded), or computer technologies, including both synchronous (i.e., simultaneous) and asynchronous (i.e., not simultaneous) instruction. (NCES, 2003)

The report states that in 2000-2001 that 56% of all 2 and 4 year institutions offered distance education courses and there were an estimated 3,077,000 enrollments in distance education courses offered by these institutions. Another key finding of the study was that of the 56% offering distance education approximately 34% offered programs designed to be completed entirely online. The findings of the NCES report illustrate the increasing changes in educational delivery modes in the US. Distance education is growing in the US and appears to be transforming into an educational mode that is just-in-time and designed to meet the changing needs of students in a more flexible way than the traditional classroom. The University of Phoenix is perhaps the leader in this market with

a fall 2004 enrollment of 115,794 students enrolled in their online campus making them the number one distance education provider in the US (NCES, 2005).

Meeting the Needs of Adult Students

With the increasing amount of adult students in higher education comes a greater challenge for institutions to meet the needs of this population. Often the adult student is overlooked as a population by institutions and their needs are not being met. In response, many schools now offer special programs and orientation sessions designed specifically for the adult student population. The July, 2005 issue of *National On-Campus Magazine* listed the following 10 predictions about serving adult learners:

1. Life changes will remain the key reason adults enroll.
2. More adult students will enroll in certificate programs or individual courses, rather than degree programs.
3. More institutions will offer accelerated and fast track learning.
4. Institutions will provide more online instruction.
5. Institutions will treat organizations as “students,” doing business with employers to meet their training and education needs.
6. Reaching underrepresented populations will continue to be a major concern.
7. Younger and older students will share the same campus.
8. Age will no longer predict learning behavior.
9. Competition for adult student enrollment will become more intense.
10. We will increasingly view former students as future students. (Aslanian, 2005, pp.1-4)

The predictions highlighted here show the need to have adequate services and support for the adult student population. The summer 2003 issue of *New Directions for Student Service* features an article by Penny J. Rice that offers an outline of what an adult student services office should entail. Rice lists the important aspects that need to be considered such as admission and enrollment that is designed with the adult student in mind, resources and referrals to numerous areas both related to campus and family life, hours and staff that are able to meet the constraining time needs of adult students, an orientation program for adult students that is unique to them and ongoing workshops for additional skills development, and ongoing support and discussion groups to help make this population of students not feel isolated and as a part of the campus community.

Many institutions have developed services and support for adult students, and the ones that may potentially attend their school. A recent search of the websites of institutions throughout the nation revealed some good programs for adult students. The University of North Carolina Greensboro has a transfer and adult student orientation program that is designed for students over the age of 24. The University of Wisconsin System has an adult student initiative that recruits adult learners, provides expanded opportunities for them, utilizes the adult student's prior learning, and provides increased student services for them. Friends University has a program called "Offering Adult Students Individual Service" and is referred to as the O.A.S.I.S. program. It offers flexible scheduling, practical degree programs, and unique services and events for the adult students. These are just a few examples of some of the adult student services and programs that have been initiated as more institutions acknowledge the needs of the adult student population.

The Council for Adult and Experiential Learning (CAEL) published a benchmarking study in 1999 entitled *Best Practices in Adult Learning*. This study was conducted through a series of surveys and site visits to showcase some of the best practices in adult education. The institutions used in the study were Athabasca University, College of New Rochelle, DePaul University, Empire State College, Marylhurst University, and Sinclair Community College. The overarching theme of the key findings of the study was summed up as:

The adult learning focused institution of higher education has a culture in which adult-centered learning, sensitivity to learners' needs, flexibility, and communication drive institutional practice. (Flint & Associates, 1999)

All of the institutions featured had a focus on adult centered learning and this was incorporated into their mission statements. The institutions also use a collaborative decision making process that is highly flexible and adaptive to meeting the needs of adult learners and the changing needs of adults and the community. Admission requirements are generally inclusive and non-competitive and the institutions generally engage the students on an ongoing basis to provide assistance as they progress in their education. Once the students are enrolled the institutions offer faculty that are viewed as facilitators of the learning process, offer an environment that actively involves the adult learners, a curriculum and instructional delivery that meets adult students' needs, adult focused student services, and a wide range of other student services designed with the adult student in mind. The study provides an overview of what has made the schools successful in providing adult student services and can be a valuable reference for any institution that seeks to provide better services to meet adult student needs.

The Aslanian Group Study

In 2006, the Aslanian Group conducted a study of the adult student market for Rowan University. The study primarily looked at the graduate student needs in southern New Jersey and the position that Rowan might take to fill this need. Perhaps the most notable barriers to enrollment are distance to the campus and the cost of tuition and fees. Mount Laurel and Egg Harbor were the highest rated alternative locations of study for central and southern regional students (Aslanian Group, 2006). While the study did not indicate if providing additional locations would better serve the adult student population, it did show the willingness and preference of students to have a more convenient location to take classes. The report also looked at pricing and determined that Rowan could increase enrollment and revenue by cutting tuition prices, but does note that this is based on the assumption that Rowan can handle the additional students on existing budgets and would even consider such an option. The study listed Rowan's main competition in the area for graduate students as Drexel University, Richard Stockton College of New Jersey, Rutgers University-Camden, and Rutgers University-New Brunswick. All of the schools mentioned offer comparable programs of study and all the other schools offered online study while Rowan did not. The data suggested that Rutgers-Camden is perhaps Rowan's greatest competition as it offers on-line courses, may offer lower tuition rates, more semester offerings, and may accept a greater number of transfer credits. Appendix A contains the Aslanian comparison of the five institutions studied. While the Aslanian study did not offer specific resolutions it illustrates the fact that the adult student market in the region has needs that Rowan University may not be meeting, and could potentially become a large market if Rowan chooses to serve the market.

The Aslanian study does fail in providing any clear direction for the university and seems to generalize most findings. While it takes into consideration the main competitors it does not fully address the distinctly different types of schools, cultures and types of students that are unique to each institution. The recent addition of the College of Professional and Continuing Education (CPCE) at Rowan may help in Rowan's effort to compete in areas of reduced tuition, distance and online course delivery, and increased program offerings as the college evolves and may be evidence that the Aslanian study was incorporated into the creation of Rowan's CPCE.

Rowan Strategic Plan – May 2006

In May 2006, Rowan University released the yearly update to the strategic objectives for 2005-2010. One of the first areas mentioned in enrollment management is to keep improving the incoming student profile in terms of SAT scores (Rowan, 2006b). Efforts are also being made to improve freshman retention rates and overall retention rates for the university. The movement toward a more residential campus is discussed and the completion of the townhouse complex and Triad renovation has enabled bed space to increase by 550 beds, but it still fails to meet the demand for students desiring to live on campus. A further study is being conducted to determine the exact need for residential housing of students. An update to the strategic plan has not been completed at the time of this study.

The strategic objectives for Rowan in the areas of community outreach, institutes, and continuing professional education outlined Rowan's interest in expanding its presence in these areas. This is to be accomplished through expansion of continuing education programs, expansion of outreach programs and centers, building on the

development of the South Jersey Technology Park, and building on the university's partnerships with high schools, community colleges, other colleges and universities and graduate and professional programs. Some of the areas of focus are distance education courses and off campus courses that are taught in different geographical locations. The first step in this process came in 2006 with the hiring of Rowan's provost Dr. Ali Houshmand. Soon after the College of Continuing and Professional Education was established and is headed by Dr. Horatio Sosa. As the college is starting up it is offering undergraduate, graduate and online courses to better meet the needs of the non-traditional student. The CPCE website explains the college:

was established to facilitate access to Rowan University's high quality academic programs for individuals seeking education, training, and enrichment in a convenient and affordable setting. CPCE students are characterized as non-traditional because of their personal and professional lives and their preference for studying part-time with flexible schedules and convenient and innovative instructional modes of delivery. (Rowan, 2007)

The creation of the CPCE should have a positive impact on the community Rowan University serves and should continue to provide increasingly better services as the college evolves in the future.

Summary of the Literature Review

The adult student market is on the rise both nationally and in New Jersey. The review of literature suggests there is a legitimate demand for adult student programs and this need may have been overlooked by Rowan University. As outlined in the *Rowan Plan* of 1996, the university sought to become a more traditional university with less

commuter students and more traditional aged, undergraduate students. The plan also mentioned the concept of a university college, which was favored by the committee, but not recommended during that planning period. There may be some long term implications of this decision.

As reported by the NCES and the NJ Commission on Higher Education, the number of adult students is rising, but so is the internal competition within the state. As more resident students attend college in New Jersey there will be an increase in the competition to gain entry into New Jersey schools. This, in addition to increasing adult education in both formal and informal methods will further increase the competition for entry into New Jersey schools. This may have an adverse impact on the adult student market that may want or need to attend Rowan University.

The changing environment of adult education has many institutions rethinking their own services to incorporate adult students. As adult student services offices become more commonplace in education the needs of the adult student will be addressed and they will have greater chances for success. Exemplary universities with adult student programs could be looked upon for program development.

The Aslanian Study offers some interesting information about the adult student market in the general geographical area of Rowan University. This study shows there is a demand for adult graduate education and offers up some suggestions of how to increase Rowan's population of adult graduate students, but fails to analyze how the institution is meeting adult student needs.

The latest Rowan strategic plan once again mentions its goals of becoming a primarily residential campus with more traditional aged students. It does mention the goal

of enhancing community outreach programs and institutes and has started the CPCE as a way to meet the needs of the current or potential adult student and non-traditional student population.

Based on the literature reviewed, it is clear that the adult student market is steadily increasing and in more than traditional educational methods. It also appears Rowan is still moving toward its goal of becoming more of a traditional school but is now making an effort to start serving the adult and non-traditional student populations as well. If this market is ignored or feels alienated in Rowan's efforts to increase revenue and capacity it may have a long term impact on both the public perception of the university as well as the area that the university serves and the existing adult student population at Rowan. Further, study of the trends of adult students at Rowan over the past 10 years helps to identify the trends in Rowan's enrollment. This is further reinforced with an examination of the existing population of Rowan University adult students to see how satisfied they are with university services.

CHAPTER THREE

METHODOLOGY

Context of the Study

The study was conducted at Rowan University, in Glassboro, NJ. The university is located in southern New Jersey between Philadelphia, PA and Atlantic City, NJ. Rowan is a medium sized institution with undergraduate and graduate enrollment totaling just over 10,000 students. The school had a total undergraduate enrollment in 2007 of 8912 students, of which 7675 were full time students and 1237 part time students. Graduate students numbered 249 full time students and 930 part time students. Rowan University offers 42 undergraduate programs from its six academic colleges; Business, Communication, Education, Engineering, Fine and Performing Arts, and Liberal Arts and Science. Rowan also offers 38 master's degree programs and specializations, 19 graduate certificate programs, and a doctoral program in educational leadership (Rowan University, 2006a).

Population

The population consisted of the entire student population at Rowan University in the fall semester of 1997 and the fall semester of 2007. This includes undergraduate, graduate, and non-degree (non-matriculated) students. The population included New Jersey resident students as well as out-of-state resident students. It also included all full time and part time students of the university. The selection also includes students of all ethnic backgrounds, genders, and geographic area of origin. All student records used in

the study were extracted from the Rowan University student information systems, which were SIS Plus in 1997 and Banner in 2007.

A survey was administered in late February 2008 to undergraduate students over 25 years old as of the 10th day of the spring 2008 semester. There were 1314 students that met these criteria in the spring 2008 semester and they were all included in the survey. All students in this population were surveyed to produce a highly representative sample and to ensure that all underrepresented populations were surveyed and equally represented in the study.

Instrumentation

The data for enrollment comparisons were extracted from the student records system by the department of Institutional Research and Planning (IRP) at Rowan University for the two terms used in the study. These data were analyzed to determine noticeable trends in the adult student population at Rowan University.

The survey was administered at Rowan University to undergraduate students that were 25 years or older as of February 4, 2008, which was the 10th day of classes in the spring 2008 semester and used for all official reporting. The survey instrument (Appendix B) was created after a thorough review of the literature and sought to examine the satisfaction level of services provided by Rowan University. The survey consists of 50 Likert-style statements addressing how well Rowan University provides services to adult students. The statement scaling options are; very satisfied, somewhat satisfied, somewhat dissatisfied, very satisfied, and not applicable (NA). The numeric rankings for each statement went from 5 being very satisfied to 1 being not applicable. The survey has six sections: Background, Admissions/Orientation, Registration and Academics,

Financial Aid and Scholarships, Academic Advising/Graduation, and Student Services. After receiving approval from the Rowan University Institutional Review Board (IRB), the survey was created as an online instrument using the Survey Monkey online surveying tool and a pilot study was conducted in the Rowan University Office of Institutional Research and Planning (IRP) in late January. The pilot study was conducted to ensure the desired response rate can be accomplished using an electronic survey and for readability. The pilot was conducted in the IRP office because of the extensive survey creation and experience the IRP professional staff has. To determine reliability, Cronbach Alpha reliability and Cronbach Split Half Alpha coefficients were calculated for all rankings. The Cronbach Alpha reliability coefficient was .932 and the Cronbach Split Half Alpha reliability coefficients were .873 and .900. The IRB application was submitted December 5, 2007 to the IRB committee and approved (Appendix C) December 19, 2007.

Data Collection and Analysis

The enrollment data were extracted by IRP and stored in what is known as the Frozen 10th day file. After the extraction of data in the semesters used in the study the information was saved as a comma delimited (CSV) file that can easily be exported to various reporting tools. The 10th day file contains all the data fields needed in the study in a raw format. This information forms the basis for further analysis using statistical functions in Excel and the Statistical Package for the Social Sciences (SPSS). Data were analyzed by performing descriptive statistics of all factors. Descriptive statistics used to analyze the data were frequency, mean, median, mode, range and variance. The data were then placed in comparative tables and charts for students above the age of 25 years old,

by student level, by gender and by college. The charts provide a breakdown of the adult student population within Rowan University. The two semesters in the study were then compared to look for enrollment trends from fall 1997 to fall 2007 to help answer the research questions posed in this study.

The survey was administered electronically using the Survey Monkey surveying tool at www.surveymonkey.com. Students were notified of the study via their Rowan University email address which was extracted from the 10th day file from the spring 2008 semester. The link to the survey was delivered via an email sent to each participant along with instructions and a personal letter (Appendix D). Two additional reminders were sent to the survey population in early and mid-March. The data collected from the survey instrument were downloaded into a comma delimited format and loaded into SPSS for further analysis to answer the research questions.

CHAPTER FOUR

FINDINGS

Profile of the Sample

The subjects for the enrollment comparison portion of the study were Rowan University students in the years 1997 and 2007. All undergraduate, graduate, and certificate students were included in the enrollment comparisons. Table 4.1 shows the total number of students enrolled by the level of study for the fall semester of 1997 was 9367 and for the fall semester of 2007 was 10091 students. Table 4.3 shows enrollment distribution by college in the years studied. It is important to note with both Table 4.1 and 4.3 that the doctoral level of study and College of Engineering were newly established in 1997 and therefore have lower enrollment numbers.

The subjects for this survey portion of the study included all undergraduate students over the age of 25 years old as of the 10th day of the spring 2008 semester. The number of students surveyed was 1,314. There were a total of 401 responses and 358 completed surveys. The incomplete surveys were removed from the results giving a response rate of 27.3%.

Analysis of the Data

Research Question 1: What are the overall enrollment trends of students at Rowan University between the years 1997 and 2007?

Data in Table 4.1 suggest that overall enrollment at the university has increased by 6.87% over the 10 year period studied. There has been a 13.11% increase in the

number of undergraduate students from 1997 to 2007 and notable decreases in graduate and certification students during the same time period. Doctoral students increased by 529.41% during the same period and this can be attributed to the program maturing.

There is also a dramatic increase in full time enrollment going from 6145 in 1997 to 7925 in 2007, a 28.97% increase. In addition, the number of part time students during the same period experienced a dramatic decrease going from 3222 students in 1997 down to 2167 in 2007, a 32.74% decrease. Table 4.2 highlights some of the shifts in enrollment within the individual colleges over the time period studied. Enrollment by college remained fairly stable with notable increases in the college of engineering increasing by over 191%, again due to the program maturing. Also notable is the number of non-matriculated students dropped by over 45% from 1997-2007.

Table 4.1

Fall 1997 and Fall 2007 Enrollment by Level

Level Fall 1997	Full Time	Part Time	Total	%
Undergraduate	5984	1756	7740	82.6
Graduate	84	1211	1295	13.8
Doctoral	0	17	17	0.2
Certificate	77	238	315	3.4
Total	6145	3222	9442	100.0
Level Fall 2007				
Undergraduate	7662	1093	8755	86.8
Graduate	231	841	1072	10.6
Doctoral	18	89	107	1.1
Certificate	13	144	157	1.6
Total	7925	2167	10091	100.0

Table 4.2

Fall 1997 and Fall 2007 Enrollment by College

College	1997 Frequency	%	2007 Frequency	%
Arts and Science	2691	28.7	3133	31
Business	1088	11.6	1147	11.4
Communication	660	7.0	1031	10.2
Fine and Performing Arts	429	4.6	525	22
Education	2131	22.8	2218	5.2
Engineering	180	1.9	468	4.6
Certification	289	3.1	156	1.5
Undeclared Major	885	9.4	863	8.6
Non matriculated	1014	10.8	550	5.5
Total	9367	100.0	10091	100.0

Research Question 2: What is the impact on the enrollment trends at Rowan University?

The data suggest that the adult student population has decreased in the years included in the study. As Table 4.3 indicates, the mean age of Rowan University students in 1997 was 26.08 years old and 37.1% of the student population was over 25 years old. In 2007, the mean age of Rowan University students dropped to 23.70 years old and 22.3% of the students were over the age of 25. This evidence suggests that the adult student population has declined by over 35% and the mean age has decreased by over two years of age from 1997 to 2007. The ratio of male and female students as indicated in Table 4.4 shows that female students represented roughly 60% of the total student population in 1997 and declined to 55.1% in 2007. The decline in students over 25 years old has decreased slightly more for male students than female students as male students

over 25 years old dropped by 39.19% compared to a 33.26% drop in female students. These data suggest the overall drop in adult students has been fairly evenly distributed between genders. Table 4.5 shows the steady decline in the number of students over the age of 25 years old, the percentage of adult students, and the mean age. These data are displayed graphically in Figure 4.1.

Table 4.3

Fall 1997 and 2007 Student Age Statistics

Students	1997 Frequency	%	2007 Frequency	%
Number of Students over 25	3474	37.1	2252	22.3
Number of Students under 25	5893	62.9	7839	77.7
Total Number of Students	9367	100	10091	100
Mean	26.08		23.70	
Median	22.00		21.00	
Mode	20		21	
Std. Deviation	9.460		7.974	
Variance	89.498		63.582	
Range	94		90	

Table 4.4

Fall 1997 and Fall 2007 Student Population by Gender

Gender 1997	Over 25	Under 25	Total	% Over 25	Total %
Male	1120	2667	3787	12	40
Female	2354	3226	5580	25	60
Total	3474	5893	9367	37	100.0
Gender 2007					
Male	681	3848	4529	6.7	44.9
Female	1571	3990	5561	15.6	55.1
Missing			1		
Total	2252	7838	10091	22.3	100.0

Table 4.5

Enrollment 1997-2007

	Over 25	Under 25	Total	% Over 25	Mean Age
1997	3474	5893	9367	37.1	26.08
1998	3282	6198	9480	34.6	26.42
1999	3132	6504	9636	32.5	25.90
2000	3034	6330	9364	34.4	26.00
2001	3122	6666	9788	31.9	25.90
2002	2923	6762	9685	30.2	25.52
2003	2786	6881	9667	28.8	25.26
2004	2582	7106	9688	26.7	24.81
2005	2475	7287	9762	25.4	24.81
2006	2254	7324	9578	23.5	24.29
2007	2252	7839	10091	22.3	23.70

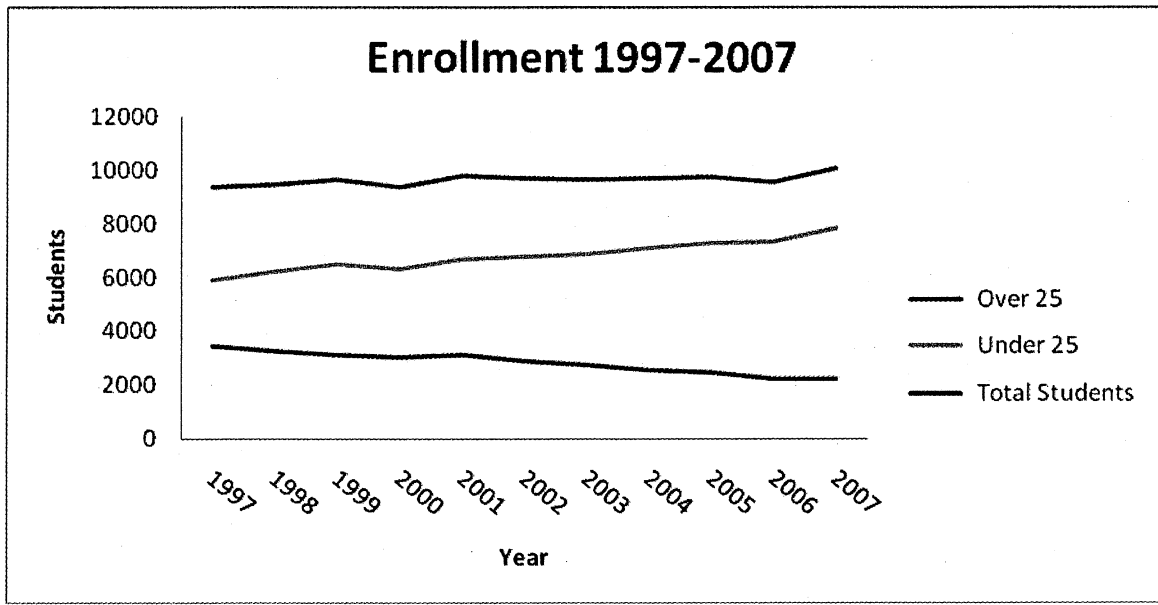


Figure 4.1. Trends of students over 25 years old, under 25 years old, and total students at Rowan University from 1997 to 2007.

Research Question 3: What do selected adult students report as the level of satisfaction of the services provided by Rowan University?

An overall look at the responses dealing with the level of satisfaction indicates that Rowan University adult students have statistically significant levels of satisfaction in many of the rankings. Tables 4.6 – 4.10 are grouped in descending order by the highest percentage of responses that fall in the very satisfied and somewhat satisfied scale options. Categories with unusually high responses of not applicable (NA) were grouped at the bottom of the tables. The greatest amount of NA responses was in the career and academic planning area (see Table 4.9).

The data suggest that Rowan University adult students have mixed levels of satisfaction and certain services have higher levels of satisfaction than others. Registration/Academics had the highest percentage of satisfied responses of all areas with all statements having over 50% of the respondents selecting very satisfied or somewhat

satisfied (see Table 4.7). Financial aid and scholarships had the lowest amount of satisfied responses with 20% choosing very satisfied or somewhat satisfied (see Table 4.8).

Table 4.6
Ranking of Admissions/Orientation

	Very Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Very Dissatisfied		NA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
My admissions acceptance package contained the appropriate materials and instructions for financial aid, registration, and other student services <i>N=357, SD=1.24, M=2.05, Missing=1</i>	146	40.8	129	36	37	10.3	8	2.2	37	10.3
My admissions questions were answered in a timely fashion <i>N=354, SD=1.267, M=2.16, Missing=4</i>	121	33.8	153	42.7	27	7.5	10	2.8	43	12.0
I was aware of the status of my application during the admission process <i>N=354, SD=1.285, M=2.28, Missing=4</i>	111	31	137	38.3	45	12.6	19	5.3	42	11.7
The admissions office showed genuine interest in my success as a student <i>N=353, SD=1.314, M=2.61, Missing=5</i>	75	20.9	124	34.6	67	18.7	37	10.3	50	14
Admissions counselors were readily available and knowledgeable of my needs as an adult student <i>N=355, SD=1.394, M=2.75, Missing=3</i>	82	22.9	94	26.3	66	18.4	55	15.4	58	16.2
Advisors were available to help with my questions during orientation <i>N=347, SD=1.577, M=2.94, Missing=11</i>	88	24.6	80	22.3	40	11.2	42	11.7	97	27.1
I felt the orientation program specifically addressed my concerns as an adult student <i>N=356, SD=1.484, M=3.34, Missing=2</i>	47	13.1	83	23.2	56	15.6	43	12.0	127	35.5

Table 4.7

Ranking of Registration/Academics

	Very Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Very Dissatisfied		NA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Course catalogs are easy to understand <i>N</i> =352, <i>SD</i> =.929, <i>M</i> =1.78, Missing=6	160	44.7	141	39.4	28	7.8	15	4.2	8	2.2
It is easy to register for courses <i>N</i> =355, <i>SD</i> =.883, <i>M</i> =1.79, Missing=3	159	44.4	133	37.2	40	11.2	23	6.4	23	6.4
Course catalogs are readily available <i>N</i> =353, <i>SD</i> =.957, <i>M</i> =1.84, Missing=5	155	43.3	128	35.8	48	13.4	14	3.9	8	2.2
Rowan offers majors that are relevant to adult students in the community <i>N</i> =350, <i>SD</i> =1.101, <i>M</i> =2.00, Missing=8	130	36.3	148	41.3	35	9.8	15	4.2	22	6.1
Course descriptions are easy to understand <i>N</i> =350, <i>SD</i> =.985, <i>M</i> =1.97, Missing=8	124	34.6	151	42.2	45	12.6	20	5.6	10	2.8
I am able to get courses that are relevant to my personal development <i>N</i> =354, <i>SD</i> =1.15, <i>M</i> =2.16, Missing=4	107	29.9	156	43.6	45	12.6	18	5.0	28	7.8
Course descriptions are readily available <i>N</i> =351, <i>SD</i> =.988, <i>M</i> =2.01, Missing=7	127	35.5	132	36.9	61	17.0	25	7.0	6	1.7
I am able to get the courses needed for my major <i>N</i> =353, <i>SD</i> =.977, <i>M</i> =2.15, Missing=5	107	29.9	123	34.4	85	23.7	38	10.6	0	0
I am able to get courses that fit into my schedule <i>N</i> =352, <i>SD</i> =.996, <i>M</i> =2.43, Missing=6	70	19.6	119	33.2	106	29.6	55	15.4	2	.6

Table 4.8

Ranking of Financial Aid and Scholarships

	Very Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Very Dissatisfied		NA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I am confident that the Financial Aid office can answer my questions <i>N</i> =357, <i>SD</i> =1.43, <i>M</i> =2.66, Missing=1	79	22.1	135	37.7	44	12.3	26	7.3	73	20.4
The Financial Aid office is helpful and knowledgeable of all the programs and services available to Rowan University students <i>N</i> =355, <i>SD</i> =1.485, <i>M</i> =2.92, Missing=3	63	17.6	113	31.6	56	15.6	34	9.5	89	24.9
I currently have adequate financial aid and/or scholarships to meet my needs <i>N</i> =357, <i>SD</i> =1.452, <i>M</i> =2.78, Missing=1	89	24.9	86	24	64	17.9	49	13.7	69	19.3
I am aware of financial aid packages available to adult students <i>N</i> =357, <i>SD</i> =1.331, <i>M</i> =2.94, Missing=1	57	15.9	98	27.4	70	19.6	74	20.7	58	16.2
I am aware of scholarships available to adult students <i>N</i> =357, <i>SD</i> =1.185, <i>M</i> =3.28, Missing=1	34	9.5	57	15.9	97	27.1	114	31.8	55	15.4

Table 4.9

Ranking of Academic Advising/Graduation

	Very Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Very Dissatisfied		NA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
My academic advisor has been helpful in meeting my education goals <i>N</i> =355, <i>SD</i> =1.307, <i>M</i> =2.29, Missing=3	131	36.6	93	26	60	16.8	39	10.9	32	8.9
My academic advisor has helped me stay on track for graduation <i>N</i> =353, <i>SD</i> =1.465, <i>M</i> =2.53, Missing=5	113	31.6	100	27.9	41	11.5	38	10.6	61	17.0
My academic advisor understands my needs as an adult student <i>N</i> =357, <i>SD</i> =1.427, <i>M</i> =2.61, Missing=1	105	29.3	92	25.7	53	14.8	53	14.8	54	15.1
I am aware of career and job services <i>N</i> =356, <i>SD</i> =1.499, <i>M</i> =2.96, Missing=2	74	20.7	96	26.8	47	13.1	50	14.0	89	24.9
The Career and Academic Planning (CAP) Center has been helpful in planning my career goals <i>N</i> =355, <i>SD</i> =1.506, <i>M</i> =3.85, Missing=3	38	10.6	58	16.2	31	8.7	22	6.1	206	57.5
I feel that university officials did a good job explaining the process of applying for and participating in graduation <i>N</i> =356, <i>SD</i> =1.429, <i>M</i> =3.70, Missing=2	35	9.8	57	15.9	51	14.2	50	14.0	163	45.5
I found the career exploration services in the CAP Center helpful <i>N</i> =354, <i>SD</i> =1.398, <i>M</i> =4.11, Missing=4	28	7.8	44	12.3	28	7.8	16	4.5	238	66.5
I have utilized job interview preparation services of the CAP Center <i>N</i> =355, <i>SD</i> =1.317, <i>M</i> =4.28, Missing=3	27	7.5	29	8.1	22	6.1	16	4.5	261	72.9

Table 4.10

Ranking of Student Services

	Very Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Very Dissatisfied		NA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I feel welcome in courses with primarily traditional aged students <i>N</i> =353, <i>SD</i> =1.017, <i>M</i> =1.98, Missing=5	122	34.1	163	45.5	35	9.8	18	5.0	15	4.2
It is easy to get around campus <i>N</i> =354, <i>SD</i> =.972, <i>M</i> =2.05, Missing=4	112	31.3	155	43.3	52	14.5	29	8.1	6	1.7
I am able to manage and better understand my life as a result of my education <i>N</i> =350, <i>SD</i> =1.326, <i>M</i> =2.22, Missing=8	121	33.8	139	38.8	30	8.4	12	3.4	48	13.4
The campus feels safe at the times of my classes <i>N</i> =350, <i>SD</i> =.992, <i>M</i> =2.18, Missing=8	94	26.3	146	40.8	68	19.0	37	10.3	5	1.4
I utilize the library facilities <i>N</i> =352, <i>SD</i> =1.556, <i>M</i> =2.49, Missing=6	121	33.8	113	31.6	24	6.7	11	3.1	83	23.2
Rowan offers adequate student services and activities <i>N</i> =349, <i>SD</i> =1.256, <i>M</i> =2.54, Missing=9	62	17.3	159	44.4	53	14.8	28	7.8	47	13.1
I feel like Rowan University cares about my student success <i>N</i> =350, <i>SD</i> =1.072, <i>M</i> =2.48, Missing=8	59	16.5	146	40.8	77	21.5	53	14.8	15	4.2
Rowan offers courses and degree programs convenient to adult students <i>N</i> =353, <i>SD</i> =1.104, <i>M</i> =2.56, Missing=5	59	16.5	134	37.4	78	21.8	67	18.7	15	4.2
I know where to go for all my questions about Rowan <i>N</i> =354, <i>SD</i> =1.028, <i>M</i> =2.56, Missing=4	49	13.7	141	39.4	90	25.1	64	17.9	10	2.8
I feel like the university makes me feel at home as an adult student <i>N</i> =355, <i>SD</i> =1.071, <i>M</i> =2.53, Missing=3	64	17.9	123	34.4	93	26.0	65	18.2	10	2.8
Student related services offices are easy to contact and have convenient hours <i>N</i> =355, <i>SD</i> =1.401, <i>M</i> =2.90, Missing=3	51	14.2	132	36.9	58	16.2	31	8.7	83	23.2

(table continued)

Table 4.10 (continued)

Ranking of Student Services

	Very Satisfied		Somewhat Satisfied		Somewhat Dissatisfied		Very Dissatisfied		NA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I know where to go when I have a specific student related question <i>N</i> =353, <i>SD</i> =1.176, <i>M</i> =2.72, Missing=5	49	13.7	125	34.9	88	24.6	57	15.9	34	9.5
Rowan adequately serves the adult student population <i>N</i> =352, <i>SD</i> =1.032, <i>M</i> =2.63, Missing=6	48	13.4	122	34.1	104	29.1	68	19.0	10	2.8
Securing transportation to and from campus is easy (car pooling, mass transit, etc.) <i>N</i> =353, <i>SD</i> =1.615, <i>M</i> =3.12, Missing=5	75	20.9	91	25.4	30	8.4	32	8.9	125	34.9
I feel in touch with the Rowan University community <i>N</i> =351, <i>SD</i> =1.160, <i>M</i> =2.83, Missing=7	39	10.9	119	33.2	89	24.9	70	19.6	34	9.5
I feel the university tries to meet the needs of the adult students <i>N</i> =353, <i>SD</i> =1.057, <i>M</i> =2.77, Missing=5	40	11.2	113	31.6	103	28.8	83	23.2	14	3.9
I feel well informed of what the Rowan University student services offices have to offer me <i>N</i> =354, <i>SD</i> =1.241, <i>M</i> =2.98, Missing=4	35	9.8	112	31.3	92	25.7	56	15.6	59	16.5
Employees in student services are aware of the special needs of adult students <i>N</i> =353, <i>SD</i> =1.401, <i>M</i> =3.29, Missing=5	35	9.8	92	25.7	72	20.1	42	11.7	112	31.3
I can get parking at the times of my classes <i>N</i> =354, <i>SD</i> =1.098, <i>M</i> =3.02, Missing=4	44	12.3	68	19.0	87	24.3	146	40.8	9	2.5
The university has specific programs and services for adult students <i>N</i> =349, <i>SD</i> =1.246, <i>M</i> =3.38, Missing=9	31	8.7	59	16.5	83	23.2	99	27.7	77	21.5
I am aware of receiving credit from non-traditional sources (life experience, CLEP, job experience) <i>N</i> =354, <i>SD</i> =1.221, <i>M</i> =3.50, Missing=4	31	8.7	50	14.0	61	17.0	136	38.0	76	21.2

Research Question 4: Is there a significant relationship between the demographic variables of current family income and student enrollment status and the levels of satisfaction of the services provided by Rowan University?

A Pearson product moment correlation was calculated to determine if there were any significant relationships between the demographic variables of current family income and student enrollment status and the reported level of satisfaction of Rowan University services. All demographic questions and ratings of services were included in the Pearson product moment to look for any additional significant relationships. There were 125 significant relationships and most were weak correlations so only those items with a correlation of ± 0.25 or higher are reported in this chapter. A complete list of significant correlations is located in Appendix E.

Table 4.11 provides information regarding the relationships between current family income and satisfaction of selected items. There is a moderate positive correlation between current family income and the level of satisfaction for the items of awareness of financial aid available to adult students ($r=.257, p=0.00$). There is also a moderate positive correlation between current family income and the level of confidence in the financial aid office being able to answer questions ($r=.251, p=0.00$).

Table 4.12 provides information regarding the relationships between student enrollment status and satisfaction of selected items. There is a moderate positive correlation between enrollment status and the level of satisfaction for the awareness of financial aid available to adult students ($r=.280, p=0.00$). There is a moderate positive correlation between enrollment status and awareness of scholarships available to adult students ($r=.263, p=0.00$). There is a moderate positive correlation between enrollment

status and financial aid office being knowledgeable of all the programs and services available to Rowan University students ($r=.329, p=0.00$). There is a moderate positive correlation between enrollment status and level of confidence in the financial aid office being able to answer questions ($r=.310, p=0.00$).

Table 4.11

Correlation Between Selected Items of Satisfaction and Current Family Income

Variables	<i>R coefficient</i>	<i>p-level</i>
Satisfaction/ awareness of financial aid packages available to adult students	.257**	0.00
Satisfaction/ confidence Financial Aid office can answer questions	.251**	0.00

**Correlation is significant at the 0.01 level (2-tailed) for all items

Table 4.12

Correlation Between Selected Items of Satisfaction and Enrollment Status

Variables	<i>R coefficient</i>	<i>p-level</i>
Satisfaction/ awareness of financial aid packages available to adult students	.280**	0.00
Satisfaction/ awareness of scholarships available to adult students	.263**	0.00
Satisfaction/ financial aid office being knowledgeable of all the programs and services available to Rowan University students	.329**	0.00
Satisfaction/ confidence Financial Aid office can answer questions	.251**	0.00

**Correlation is significant at the 0.01 level (2-tailed) for all items

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

This purpose of this study was to determine if the Rowan strategic plan introduced in 1996 had an impact on adult students attending Rowan University. The study was conducted to help assess the current state of Rowan University and see if the goals set in strategic plan of 1996 could be attributed to the decline of adult students at Rowan. The subjects studied included the entire student population of Rowan University in the fall semesters of 1997 and 2007 for the enrollment comparisons. A survey of undergraduate students over the age of 25 years old as of the 10th day of the spring 2008 semester was also administered to examine the levels of satisfaction adult student have with Rowan University services.

The student data used in the enrollment comparison study were extracted from the student records system by the department of Institutional Research and Planning (IRP) at Rowan University. The information was loaded into the Statistical Package for the Social Sciences (SPSS) for further analysis. A total of 9367 students were analyzed for the fall 1997 semester and 10091 for fall 2007.

Descriptive statistics were performed in SPSS to analyze the data collected from the two semesters used in this study. Data were analyzed by performing descriptive statistics of all factors. Descriptive statistics used to analyze the data were frequency, mean, median, mode, range and variance. The data were then placed in comparative

tables and charts for students above the age of 25 years old, by student level, by gender and by college. The semesters were analyzed individually and placed in tables located in chapter four for easy comparison of the enrollment changes that have taken place over the 10 year period studied. It was very clear that there has been a significant decrease in the amount of adult students attending Rowan University over the 10 year period. In addition, there has also been a decrease in graduate students, part time students and non-matriculated students.

The survey portion of the study was administered in late February of 2008. The entire undergraduate adult student population was surveyed. A total of 1314 surveys were emailed to participants and a total of 358 completed surveys were received for a total response rate of 27.3%. The data collected from the survey instrument were downloaded into a comma delimited format and loaded into SPSS for further analysis to answer the research questions. Data were analyzed by performing descriptive statistics of all demographic and satisfaction items included in the survey. Descriptive statistics used to analyze the data were frequency, mean, and standard deviation. Pearson product moment correlations were computed between demographic factors and areas of satisfaction to determine any significant relationships. It appears that overall adult students are generally satisfied with the services provided by Rowan, but certain areas such as financial aid and academic advising are clearly receiving lower levels of satisfaction, or not being utilized at all by adult students. The questions and frequencies are presented throughout chapter four for easy viewing and arranged in order of the most satisfaction to least satisfaction. Pearson product moments of moderate positive correlation are also included in chapter four and all significant correlations are included in Appendix E.

Discussion of the Findings

The adult student population at Rowan University has been decreasing over the past 10 years as presented by the data extracted from the Rowan University student information system. The data also suggest that the overall population at Rowan University has remained consistent increasing to just over 10,000 students but there have been noticeable shifts in student age and the level of study as the university progresses toward its goals of increased numbers of traditional aged residential undergraduate students.

The five assumptions of adult learners discussed by Merriam and Caffarella in chapter two provide a framework for some of the characteristics of adult students. These assumptions are important in understanding how to meet the needs of adult students and to better understand how to serve adult students within Rowan's geographic area. The Rowan Plan of 1996 called for a more traditional aged population of students and this goal has been achieved as enrollment has only increased slightly in the 10 year period studied but the number of full time students has increased by 28.97% and part time students has dropped by 32.97%. This, in addition to the 45% decrease in non-matriculated students is very strong evidence that Rowan is achieving the goals set forth in the 1990s. The data answers research questions one and two, and clearly displays the enrollment trends at Rowan University and the impact on the enrollment in the years studied. The population shift to more traditional aged undergraduate students is very clear and could become a problem in the future if the adult student population continues

to decline. This discrepancy in students served by Rowan could become an even greater problem, as the number of traditional age students is predicted to decline in the future.

The findings of the Aslanian study suggest that there is a definite need of adult students in the area that may be going unfulfilled by Rowan University as a result of the Rowan Plan of 1996. While the Aslanian study outlines the needs of adult students it appears to generalize and does not take into consideration the impact of offering online and accelerated degrees. It appears that some of the Aslanian study may have been incorporated into the formation of the College of Continuing and Professional Education. It seems this new college will specifically address some of the needs of adult students with flexible scheduling, online and satellite courses, accelerated degree and increased programs for adult students. The CPCE may help to mitigate the impact the Rowan Plan of 1996 had on the adult student population at Rowan University.

The Rowan strategic plan of 2006 discusses the need to improve university outreach and adult student education and also seeks to increase traditional residential students. The data suggest that Rowan has fulfilled the past needs but may create a considerable gap in providing service to the area if action is not taken in the area of adult education. It appears the CPCE should be able to address the needs and outreach efforts for the adult students while current university planning and expansion should help to meet the goals of increased levels of traditional residential students.

The levels of satisfaction reported by Rowan University adult undergraduate students show high levels of reported satisfaction in most areas but very low levels of satisfaction in some areas. It appears that areas such as registration/academics have high levels of satisfaction while financial aid/scholarships and academic advising/graduation

scored considerably lower levels of satisfaction. The highest rankings came in the registration areas with course catalogs easy to understand and ease of registering. This indicates the students are very satisfied with the ease and availability of accessing course data and being able to register without problems. This could be a result of all catalog information and registration being available online. The lowest ranked questions were all in the financial aid area. This indicates that adult students could be struggling financially and the Financial Aid office at Rowan University is not helping the adult student population to meet this need. This suggests that adult students are not receiving appropriate levels of funding for their education and could have an adverse impact on student success. It should also be noted the relatively high number of not applicable responses in the career and academic planning area. This indicates that adult students are not utilizing services available to them. It could be an access or convenience issue, or possibly just a lack of knowledge of the services provided by the Career and Academic Planning Center. This could be yet another area that has a negative impact on adult student success. The Pearson product moment correlations also showed the strongest relationships with family income and enrollment status, and the highest correlations fell in the satisfaction areas dealing with financial aid. These are all areas that reinforce the importance of financing adult education and it is clear this is an important area of adult student service that may need improvement.

Conclusions

The results of this study provide answers to the research questions posed in the introduction chapter of the study. It appears that the number of adult students, part time students and non-matriculated students have all declined at Rowan University in the years

studied. This decline is evidence that Rowan University has become a more traditional aged institution and met the goals that were set forth in the strategic planning of the late 1990s. While this goal has been achieved, it has come at some cost to the adult student population at Rowan. The university may be failing to meet the needs of its own adult student students as well as the adult student population in the immediate area that Rowan serves. As reported by the NCES and NJ Commission on Higher Education, the number of adult students is rising, and these reports highlight the need for access to adult students. The shift in enrollment patterns has changed the landscape of Rowan University and it appears the changes are gaining some attention. The Aslanian Group study offered some interesting information about the adult student market in the geographical area that Rowan primarily serves. The creation of the CPCE at Rowan University is evidence that the university is aware of the impact that the strategic planning had on the adult student population and may have taken the Aslanian Group study into consideration. The CPCE is a critical component in the revised strategic plan that sets out to continue to grow the university as laid out in the 1990s while still striving to meet the unique needs of the adult student population at Rowan and the surrounding geographical area.

The enrollment trends of Rowan University show the negative impact the Rowan Plan of 1996 had on the adult student population. Studying this population over a 10 year period has provided significant evidence of the decline in the adult student population as well as the part time and non-matriculated student populations at Rowan University. The latest Rowan University strategic plan does outline efforts in the area of adult education. Now that efforts are being taken to better serve these populations some follow up studies should be conducted to better understand the impact on this population as well as the

needs of students in the area. These additional studies can be used to better assess if Rowan is serving the adult student population adequately both now and in the future.

The results of the survey administered to adult undergraduate students at Rowan University suggest that certain areas of services provided by Rowan should be studied further to see if changes can be made to increase the level of service to adult students. The survey data suggest that students are highly satisfied in areas of registration and academics, admissions/orientation and students services. The areas with lowest levels of satisfaction were in academic advising/graduation and financial aid and scholarships. Overall advising and graduation responses were very satisfied but there were an unusually high number of not applicable answers. This suggests that adult students are not utilizing services provided by the Career and Academic Planning center at Rowan University. This could be an issue of lack of access, life and work responsibilities interfering, or a general lack of knowledge of the services. While there were some areas that could use improvement, overall the students that completed the survey appear to be generally satisfied with Rowan University services. This population should be studied further to find out if the levels of satisfaction remain consistent throughout the entire adult student population and to look for additional areas of weakness. Adult students have different needs than traditional students and specific adult student services and programs may be needed to better serve this population in these areas, and further studies can help to determine exactly what is needed to better serve them. As discussed in chapter two, the changing environment of adult education has many institutions their own services to incorporate adult students. Adult student services offices are becoming more common in

colleges throughout the country. Colleges with exemplar adult student services, orientations, and programs could be investigated to help improve these areas.

The data collected support the research questions posed in first chapter of the study. The adult student decline at Rowan University can be linked to the strategic planning of the University in the 1990s. While this population has declined, the formation of the CPCE may help better serve this population and reverse this decline. The adult student population that responded to the survey instrument used in this study seems to be generally satisfied with university services, but some areas of services could use further study. The university has met its goals from the planning of 1990s and now seems to be rethinking the impact it had on the adult student population and taking steps to address it. Time will only tell if Rowan seeks to become a comprehensive regional university that much of its publicity documents proclaim.

Recommendations for Further Research

1. Further research should be conducted to better analyze enrollment trends at Rowan University.
2. Further studies using focus groups could be conducted to assess student perspectives of Rowan University and how it meets the needs and expectations of adult students are being met.
3. A study could be conducted to assess faculty perspectives of Rowan's ability to meet adult student needs.
4. Administrators could be interviewed to find attitudes and perspectives in the area of adult education as it relates to Rowan University and the immediate geographic area.

5. Follow up studies should be conducted yearly to assess how Rowan is progressing on the goals set in the strategic plan.
6. A five year follow up study should be completed to see if the adult student trends are reversed as a result of the Rowan University College of Continuing and Professional Education.
7. A best practices study of other colleges should be conducted to research ways to better serve the adult student population.

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APPENDIX A

Aslanian Graduate Study Profile

GRADUATE Summary Profile

All programs and course offerings appear in the individual college and university profiles

* Fall Semester 2004 Part-time/Full-time Enrollment Headcount of Graduate Adult Students Over 25 Years of Age

College/University	No. of Students Enrolled	Scheduling	Cost	Online Programs	Credit Transfer Policy	Entrance Testing Required
<p>Drexel University http://www.drexel.edu/ Campus: Philadelphia, PA</p>	<p>2,529 part-time 1,063 full-time</p>	<ul style="list-style-type: none"> • Evenings and weekends • 10-week quarter terms year round (for most programs) 	<p>\$800 per quarter credit (\$1,200 per semester credit) for most programs</p> <p>\$461-\$915 per quarter credit (\$692-\$1,373 per semester credit) for online study</p>	<p>Yes</p>	<p>Most programs do not accept transfer credits</p>	<p>Various tests for certain programs</p>
<p>The Richard Stockton College of New Jersey http://www2.stockton.edu/ Campus: Pomona, NJ</p>	<p>280 part-time 39 full-time</p>	<ul style="list-style-type: none"> • Evenings and weekends • 15-week fall and spring semesters, three four-week, two six-week, and three eight-week summer sessions 	<p>\$376 per semester credit</p> <p>Online study is \$60 extra per course</p>	<p>Yes</p>	<p>A maximum of nine credits may be transferred</p>	<p>Various tests for certain programs</p>

GRADUATE Summary Profile

All programs and course offerings appear in the individual college and university profiles

* Fall Semester 2004 Part-time/Full-time Enrollment Headcount of Graduate Adult Students Over 25 Years of Age

College/University	No. of Students Enrolled	Scheduling	Cost	Online Programs	Credit Transfer Policy	Entrance Testing Required
<p>Rutgers University-Camden</p> <p>http://www.camden.rutgers.edu/</p> <p>Campus: Camden, NJ</p>	<p>490 part-time</p> <p>114 full-time</p>	<ul style="list-style-type: none"> • Evenings • 15-week fall and spring semesters, one two-week winter session, and three five-week summer sessions 	<p>\$236.50-\$671 per semester credit, depending on the program</p>	<p>Yes</p>	<p>A maximum of one-third of the credits required for the degree may be transferred</p>	<p>Various tests for certain programs</p>
<p>Rutgers University-New Brunswick</p> <p>http://nbp.rutgers.edu/</p> <p>Campus: New Brunswick, NJ</p>	<p>3,559 part-time</p> <p>2,572 full-time</p>	<ul style="list-style-type: none"> • Evenings • 15-week fall and spring semesters, one two-week winter session, and three five-week summer sessions 	<p>\$435-\$517 per semester credit, depending on the program</p>	<p>Yes</p>	<p>A maximum of one-third of the credits required for the degree may be transferred</p>	<p>Various tests for certain programs</p>

GRADUATE Summary Profile

All programs and course offerings appear in the individual college and university profiles

* Fall Semester 2004 Part-time/Full-time Enrollment Headcount of Graduate Adult Students Over 25 Years of Age

College/University	No. of Students Enrolled	Scheduling	Cost	Online Programs	Credit Transfer Policy	Entrance Testing Required
<p>Rowan University</p> <p>http://www.rowan.edu/</p> <p>Campus: Glassboro, NJ</p>	<p>983 part-time</p> <p>108 full-time</p>	<ul style="list-style-type: none"> • Late afternoons and evenings • 15-week fall and spring semesters and one four-week and one five-week summer sessions 	<p>\$549 per semester credit</p> <p>Doctoral: \$608 per semester credit</p>	<p>No</p>	<p>A maximum of nine credits may be transferred</p>	<p>Various tests for certain programs</p>

APPENDIX B

Rowan University Adult Student Survey

ROWAN UNIVERSITY ADULT STUDENT SURVEY

BACKGROUND INFORMATION

While your participation in this survey is voluntary and you are not required to answer any of the questions herein, your cooperation and participation are important to the success of the project and are greatly appreciated. If you choose to participate, please understand that all responses are strictly confidential and no personally identifiable information is being requested. Your completion of this survey constitutes informed consent and your willingness to participate.

1. CURRENT AGE

- 25 or Under
- 26-29
- 30-34
- 35-39
- 40-44
- 45-49
- 50-54
- 55 or Over

2. RACIAL/ETHNIC GROUP

- African American
- Am Indian or Alaskan Native
- Asian or Pacific Islander
- Central or South American
- Cuban
- Hispanic-Other
- Mexican
- Puerto Rican
- White, Non-Hispanic
- Choose not to indicate

3. SEX

- Male
- Female

4. MARITAL STATUS

- Single (never married)
- Married
- Divorced
- Separated
- Widowed
- Choose not to indicate.

5. NUMBER OF DEPENDENT CHILDREN

- 1
- 2
- 3 or More

6. CURRENT FAMILY INCOME

- \$9,999 or Less
- \$10,000 to \$24,999
- \$25,000 to \$49,999
- \$50,000 to \$74,999
- \$75,000 to \$99,999
- \$100,000 to \$124,999
- \$125,000 or more
- I prefer not to respond

7. STUDENT ENROLLMENT STATUS

- Full Time
- Part Time

8. EMPLOYMENT STATUS

- Working Full Time
- Working Part Time
- Not Working

9. REASONS FOR CONTINUING YOUR EDUCATION. Please check all that apply.

- To Earn a Higher Degree
- For Personal Satisfaction or Fulfillment
- To Earn or Maintain a Certification
- To Improve My Job Skills

- Self-Improvement
- To Improve My Income
- To Learn or Improve My Occupational Skills

10. FUNDING SOURCE FOR YOUR EDUCATION

Please check all that apply.

- Personal Income
- Other Family Income
- Personal or Family Savings
- Relatives or Friends
- Social Security Benefits
- Veteran's Benefits
- Educational Grants (Pell, Private Grants, etc.)
- Scholarships (Private, Federal, College, etc.)
- Student Loans (Perkins Loan, Stafford Loan, etc.)
- Other Loans
- Reimbursed by Employer

11. WHAT TYPE OF CLASSES DO YOU PREFER

- Morning Classes
- Afternoon Classes
- Evening Classes
- Weekend Classes
- On-Line or Self Paced Flexible Classes
- No Preference

12. WHICH TYPE OF STUDENTS IN CLASS DO YOU PREFER?

- Mostly Nontraditional Aged Students (over 25)
- Mostly Traditional Aged Students (under 25)
- Even Mix of Traditional and Nontraditional students
- No Preference

13. WHERE DO YOU PREFER TO ATTEND CLASSES?

- At the Rowan University Main Campus
- At the Rowan University Camden Campus
- At an Off-Campus Location (Near Home or Job)
- On-Line
- No Preference

14. WHICH TYPE OF CLASS FORMAT DO YOU PREFER?

- Traditional Lecture
- Small-Group
- Independent Study
- Laboratory
- On-Line
- No Preference

ROWAN UNIVERSITY ADULT STUDENT SURVEY

For each item identified below, circle the number to the right that best fits your judgment of the level of satisfaction for each question.

Description/Identification of Survey Item	Scale					NA
	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied		
<u>Admissions/Orientation</u>						
1. My admissions questions were answered in an timely fashion.	5	4	3	2	1	
2. I felt the orientation program specifically addressed my concerns as an adult student	5	4	3	2	1	
3. Advisors were available to help with my questions during orientation.	5	4	3	2	1	
4. My admissions acceptance package contained the appropriate materials and instructions for financial aid, registration, and other student services.	5	4	3	2	1	
5. Admissions counselors were readily available and knowledgeable of my needs as an adult student.	5	4	3	2	1	
6. I was aware of the status of my application during the admission process	5	4	3	2	1	
7. The admissions office showed genuine interest in my success as a student.	5	4	3	2	1	
<u>Registration and Academics</u>						
8. It is easy to register for courses.	5	4	3	2	1	
9. I am able to get the courses needed for my major.	5	4	3	2	1	
10. I am able to get courses that fit into my schedule.	5	4	3	2	1	
11. I am able to get courses that are relevant to my personal development.	5	4	3	2	1	
12. Rowan offers majors that are relevant to adult students in the community.	5	4	3	2	1	
13. Course catalogs are readily available.	5	4	3	2	1	
14. Course catalogs are easy to understand.	5	4	3	2	1	
15. Course descriptions are readily available.	5	4	3	2	1	
16. Course descriptions are easy to understand	5	4	3	2	1	
<u>Financial Aid and Scholarships</u>						
17. I am aware of financial aid packages available to adult students.	5	4	3	2	1	
18. I am aware of scholarships available to adult students.	5	4	3	2	1	
19. The Financial Aid office is helpful and knowledgeable of all the programs and services available to Rowan University students.	5	4	3	2	1	
20. I am confident that the Financial Aid office can answer my questions.	5	4	3	2	1	
21. I currently have adequate financial aid and/or scholarships to meet my needs.	5	4	3	2	1	
<u>Academic Advising/Graduation</u>						
22. My academic advisor has been helpful in meeting my education goals.	5	4	3	2	1	
23. The Career and Academic Planning (CAP) Center has been helpful in planning my career goals.	5	4	3	2	1	

ROWAN UNIVERSITY ADULT STUDENT SURVEY

24. I found the career exploration services in the CAP Center helpful.	5	4	3	2	1
25. My academic advisor has helped me stay on track for graduation.	5	4	3	2	1
26. My academic advisor understands my needs as an adult student.	5	4	3	2	1
27. I am aware of career and job services.	5	4	3	2	1
28. I have utilized job interview preparation services of the CAP Center.	5	4	3	2	1
29. I feel that university officials did a good job explaining the process of applying for and participating in graduation.	5	4	3	2	1
<u>Student Services</u>					
30. Student related services offices are easy to contact and have convenient hours.	5	4	3	2	1
31. Employees in student services are aware of the special needs of adult students.	5	4	3	2	1
32. I feel well informed of what the Rowan University student services offices have to offer me.	5	4	3	2	1
33. I know where to go when I have a specific student related question.	5	4	3	2	1
34. I feel the university tries to meet the needs of the adult students.	5	4	3	2	1
35. I feel like the university makes me feel at home as an adult student.	5	4	3	2	1
36. I feel welcome in courses with primarily traditional aged students.	5	4	3	2	1
37. The university has specific programs and services for adult students.	5	4	3	2	1
38. It is easy to get around campus.	5	4	3	2	1
39. I can get parking at the times of my classes.	5	4	3	2	1
40. The campus feels safe at the times of my classes.	5	4	3	2	1
41. Securing transportation to and from campus is easy (car pooling, mass transit, etc.).	5	4	3	2	1
42. I utilize the library facilities.	5	4	3	2	1
43. I am aware of receiving credit from non-traditional sources (life experience, CLEP, job experience).	5	4	3	2	1
44. I am able to manage and better understand my life as a result of my education.	5	4	3	2	1
45. Rowan adequately serves the adult student population.	5	4	3	2	1
46. Rowan offers courses and degree programs convenient to adult students.	5	4	3	2	1
47. Rowan offers adequate student services and activities.	5	4	3	2	1
48. I feel in touch with the Rowan University community.	5	4	3	2	1
49. I know where to go for all my questions about Rowan.	5	4	3	2	1
50. I feel like Rowan University cares about my student success.	5	4	3	2	1

APPENDIX C

Rowan University Institutional Review Board Approval



January 2, 2008

Derrell Pustizzi
231 Shivers Run Court
Mullica Hill, NJ 08062

Dear Derrell Pustizzi:

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has approved your project:

IRB application number: 2008-100

Project Title: The Adult Student Decline: A Study of the Longterm Impact of the Rowan University Strategic Plan

In accordance with federal law, this approval is effective for **one calendar year** from the date of this letter. If your research project extends beyond that date or if you need to make significant modifications to your study, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

Please retain copies of consent forms for this research for three years after completion of the research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to the Associate Provost for Research (856-256-4053).

If you have any questions, please contact Karen Heiser (heiser@rowan.edu or 856-256-4167).

Sincerely,

A handwritten signature in black ink, appearing to read "Roberta Dihoff".

Roberta Dihoff, Ph.D.
Chair, Rowan University IRB

c: Sisco, Burton, Educational Leadership, Education Hall

Office of the Associate Provost for Research
Memorial Hall
201 Mullica Hill Road
Glassboro, NJ 08028-1701

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APPENDIX D

Letter to Survey Participants

Rowan University Adult Student Survey

Hello: My name is Derrell Pustizzi and I am a graduate student at Rowan University. My thesis project involves the study of adult undergraduate Rowan students 25 years or older to see if Rowan is meeting their needs. To complete this study I am surveying undergraduate students and you have been selected as a participant. No other information was given besides your email address and the survey is completely anonymous and no personal information is required when completing the survey. The results of the survey could help the university in providing better programs and services to the adult student population at Rowan.

The survey takes 10-15 minutes to complete. It asks how you feel about the various services offered by Rowan. My hope is that you will go to the link listed below and complete this survey. No one other than me will have access to results and the survey is anonymous so I can assure that your responses will be treated confidentially.

Your participation is entirely voluntary. However, every student's participation is important and I truly hope you will consider taking the time to complete the survey. If you have any questions about any aspect of this study or wish to be excluded, you can email me at pustizzid@rowan.edu

You can access the survey at the following link:

http://www.surveymonkey.com/s.aspx?sm=s0XyFqXzUhWeXmxQ1SitQQ_3d_3d

YOUR COOPERATION IS GREATLY APPRECIATED!

APPENDIX E

Full Listing of Significant Correlations

Correlation Between Selected Items of Satisfaction and Current Age

<i>Variables</i>	<i>R coefficient</i>	<i>p-level</i>
Satisfaction/ admissions acceptance package contained appropriate materials	.110*	0.039
Satisfaction/ ability to get courses that fit into schedule	-.121*	0.23
Satisfaction/ awareness of financial aid packages available to adult students	.156**	0.003
Satisfaction/ financial aid office being knowledgeable of all the programs and services available to Rowan University students	.199**	0.00
Satisfaction/ confidence Financial Aid office can answer questions	.204**	0.00
Satisfaction/ adequate financial aid to meet needs	.230**	0.00
Satisfaction/ know where to go with specific student related question	.140**	0.008
Satisfaction/ ability to get parking at times of classes	-.128**	0.016
Satisfaction/ securing transportation	.222**	0.00
Satisfaction/ better able to understand life as a result of education	.107*	0.046
Satisfaction/ Rowan offers adequate student services and activities	.185**	0.001

Correlation Between Selected Items of Satisfaction and Racial/Ethnic Group

<i>Variables</i>	<i>R coefficient</i>	<i>p-level</i>
Satisfaction/ admissions questions answered in timely fashion	.117*	0.028
Satisfaction/ felt orientation program specifically addressed concerns as an adult student	.250**	0.00
Satisfaction/ advisors were available to help with questions during orientation	.192**	0.00
Satisfaction/ admissions counselors were readily available and knowledgeable of my needs	.131*	0.014
Satisfaction/ awareness of status of application during admissions process	.164**	0.002
Satisfaction/ awareness of financial aid packages available to adult students	.154**	0.004
Satisfaction/ awareness of scholarships available to adult students	.135*	0.011
Satisfaction/ financial aid office being knowledgeable of all the programs and services available to Rowan University students	.137**	0.010
Satisfaction / Career and Academic Planning Center in planning career	.186**	0.00
Satisfaction/ finding career exploration services of CAP center helpful	.207**	0.00
Satisfaction/ utilization of job interview preparation services of the CAP center	.131*	0.014
Satisfaction/ feeling well informed of what RU students services has to offer	.121*	0.023
Satisfaction/ feeling welcome with primarily traditional aged students	-.182**	0.001
Satisfaction/ university having specific programs and services for adult students	.121*	0.023
Satisfaction/ Rowan offers adequate student services and activities	.116*	0.031
Satisfaction/ knowledge of where to go with all questions about RU	.118*	0.027

Correlation Between Selected Items of Satisfaction and Sex

<i>Variables</i>	<i>R coefficient</i>	<i>p-level</i>
Satisfaction/ adequate financial aid to meet needs	.116*	0.029
Satisfaction / Career and Academic Planning Center in planning career	.127*	0.018
Satisfaction/ finding career exploration services of CAP center helpful	.127*	0.018
Satisfaction/ awareness of career and job services	.152**	0.004
Satisfaction/ feeling the university meets the needs of adult students	.119*	0.027
Satisfaction/ feeling welcome with primarily traditional aged students	.140**	0.009
Satisfaction/ campus feeling safe at time of classes	.213**	0.00
Satisfaction/ securing transportation	.138**	0.010

Correlation Between Selected Items of Satisfaction and Marital Status

Variables	<i>R coefficient</i>	<i>p-level</i>
Satisfaction/ admissions counselors were readily available and knowledgeable of my needs	.124*	0.020
Satisfaction/ securing transportation	.122*	0.022
Satisfaction/ better able to understand life as a result of education	.139**	0.010
Satisfaction/ Rowan offers adequate student services and activities	.153**	0.004

Correlation Between Selected Items of Satisfaction and Number of Dependent Children

Variables	<i>R coefficient</i>	<i>p-level</i>
Satisfaction/ admissions acceptance package contained appropriate materials	.108*	0.041
Satisfaction/ awareness of career and job services	.121*	0.023
Satisfaction/ feeling welcome with primarily traditional aged students	.154**	0.004
Satisfaction/ campus feeling safe at time of classes	.154**	0.004
Satisfaction/ Rowan adequately serves the adult student population	.136*	0.008
Satisfaction/ Rowan offers adequate student services and activities	.142**	0.008
Satisfaction/ feeling in touch with RU community	.127*	0.00
Satisfaction/ knowledge of where to go with all questions about RU	.117**	0.028

Correlation Between Selected Items of Satisfaction and Current Family Income

Variables	<i>R coefficient</i>	<i>p-level</i>
Satisfaction/ awareness of status of application during admissions process	.155**	0.004
Satisfaction/ awareness of financial aid packages available to adult students	.257**	0.00
Satisfaction/ awareness of scholarships available to adult students	.193**	0.004
Satisfaction/ financial aid office being knowledgeable of all the programs and services available to Rowan University students	.275**	0.00
Satisfaction/ confidence Financial Aid office can answer questions	.251*	0.00
Satisfaction/ adequate financial aid to meet needs	.246**	0.00
Satisfaction/ securing transportation	.158**	0.003

Correlation Between Selected Items of Satisfaction and Enrollment Status

Variables	<i>R coefficient</i>	<i>p-level</i>
Satisfaction/ advisors were available to help with questions during orientation	.134*	0.014
Satisfaction/ admissions acceptance package contained appropriate materials	.191**	0.00
Satisfaction/ admissions counselors were readily available and knowledgeable of my needs	.107*	0.047
Satisfaction/ awareness of status of application during admissions process	.111*	0.038
Satisfaction/ course descriptions being readily available	-.122*	0.024
Satisfaction/ course descriptions easy to understand	-.112*	0.038
Satisfaction/ awareness of financial aid packages available to adult students	.280**	0.00
Satisfaction/ awareness of scholarships available to adult students	.263**	0.00
Satisfaction/ financial aid office being knowledgeable of all the programs and services available to Rowan University students	.329**	0.00
Satisfaction/ confidence Financial Aid office can answer questions	.310**	0.00
Satisfaction/ adequate financial aid to meet needs	.247**	0.00
Satisfaction / advisor helpful in meeting education goals	.126*	0.019
Satisfaction/ academic advisor helped me stay on track for graduation	.202**	0.00
Satisfaction/ awareness of career and job services	.200**	0.00
Satisfaction/ university officials did a good job explaining graduation process	.124*	0.021
Satisfaction/ student services offices are easy to contact and have convenient hours	.112*	0.038
Satisfaction/ know where to go with specific student related question	.120*	0.026
Satisfaction/ ability to get parking at times of classes	-.194**	0.00
Satisfaction/ campus feeling safe at time of classes	.116*	0.032
Satisfaction/ securing transportation	.140**	0.009
Satisfaction/ utilizing library facilities	.188**	0.00
Satisfaction/ awareness of receiving credit for non-traditional sources	.124*	0.021
Satisfaction/ better able to understand life as a result of education	.130*	0.016
Satisfaction/ feeling in touch with RU community	.192**	0.00
Satisfaction/ knowledge of where to go with all questions about RU	.160**	0.003
Satisfaction/ Rowan cares about my student success	.110*	0.041

Correlation Between Selected Items of Satisfaction and Employment Status

Variables	<i>R coefficient</i>	<i>p-level</i>
Satisfaction/ advisors were available to help with questions during orientation	-.119**	0.028
Satisfaction/ admissions acceptance package contained appropriate materials	-.112*	0.035
Satisfaction/ admissions counselors were readily available and knowledgeable of my needs	-.111*	0.038
Satisfaction/ awareness of status of application during admissions process	-.115*	0.031
Satisfaction/ ability to get the courses needed for major	-.114*	0.033
Satisfaction/ ability to get courses relevant to personal development	-.166**	0.002
Satisfaction/ Rowan offering majors relevant to adult students	-.118*	0.028
Satisfaction/ awareness of financial aid packages available to adult students	-.195**	0.00
Satisfaction/ awareness of scholarships available to adult students	-.216**	0.00
Satisfaction/ financial aid office being knowledgeable of all the programs and services available to Rowan University students	-.221**	0.00
Satisfaction/ confidence Financial Aid office can answer questions	-.163**	0.002
Satisfaction/ adequate financial aid to meet needs	-.132*	0.013
Satisfaction / advisor helpful in meeting education goals	-.185**	0.00
Satisfaction/ academic advisor helped me stay on track for graduation	-.233**	0.00
Satisfaction/ academic advisor understanding needs of adult students	-.179**	0.001
Satisfaction/ awareness of career and job services	-.218**	0.00
Satisfaction/ university officials did a good job explaining graduation process	-.121*	0.024
Satisfaction/ student services offices are easy to contact and have convenient hours	-.112*	0.035
Satisfaction/ feeling well informed of what RU students services has to offer	-.112*	0.036
Satisfaction/ know where to go with specific student related question	-.146**	0.006
Satisfaction/ feeling the university meets the needs of adult students	-.149**	0.005
Satisfaction/ feeling like the university makes me feel at home as an adult student	-.178**	0.001
Satisfaction/ ability to get parking at times of classes	.127*	0.017
Satisfaction/ utilizing library facilities	-.160**	0.003
Satisfaction/ awareness of receiving credit for non-traditional sources	-.131*	0.014
Satisfaction/ Rowan adequately serves the adult student population	-.110*	0.040
Satisfaction/ Rowan offers degree programs convenient to adult students	-.141**	0.008
Satisfaction/ feeling in touch with RU community	-.205**	0.00
Satisfaction/ knowledge of where to go with all questions about RU	-.148**	0.005
Satisfaction/ Rowan cares about my student success	-.168**	0.002

Correlation Between Selected Items of Satisfaction and Type of Classes Preferred

Variables	<i>R coefficient</i>	<i>p-level</i>
Satisfaction/ admissions questions answered in timely fashion	.107*	0.045
Satisfaction/ felt orientation program specifically addressed concerns as an adult student	.153**	0.004
Satisfaction/ awareness of status of application during admissions process	.141**	0.008
Satisfaction/ Admissions office showed genuine interest in my success as an adult student	.133*	0.012
Satisfaction/ student services offices are easy to contact and have convenient hours	.133*	0.012
Satisfaction/ feeling well informed of what RU students services has to offer	.105*	0.049
Satisfaction/ Rowan offers adequate student services and activities	.105*	0.050
Satisfaction/ feeling in touch with RU community	.166**	0.002

Correlation Between Selected Items of Satisfaction and Preferred Type of Students in Class

Variables	<i>R coefficient</i>	<i>p-level</i>
Satisfaction/ admissions questions answered in timely fashion	.108*	0.043
Satisfaction/ feeling like the university makes me feel at home as an adult student	-.124*	0.020
Satisfaction/ feeling welcome with primarily traditional aged students	-.109*	0.042

Correlation Between Selected Items of Satisfaction and Preferred Location to Attend Classes

<i>Variables</i>	<i>R coefficient</i>	<i>p-level</i>
Satisfaction/ admissions questions answered in timely fashion	.110*	0.039
Satisfaction/ ease of getting around campus	.108*	0.042

Correlation Between Selected Items of Satisfaction and Preferred Format of Classes

<i>Variables</i>	<i>R coefficient</i>	<i>p-level</i>
Satisfaction/ admissions questions answered in timely fashion	.114*	0.032